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ABSTRACT

This final report describes activities of a 3-year Kansas project which attempted to provide services to children and youth with deaf blindness and provide technical assistance to agencies, institutions, and organizations providing services to these children. The major emphasis of the grant was to provide specific support in such areas as identification, differential diagnosis, education, training, consultation, materials development, dissemination, and coordination of services. Project activities included provision of technical assistance and training activities, development and implementation of several training workshops, direct services to about 75 children and youth, consultation and training activities with families including provision of scholarships for parent workshops, collaboration with related projects, and presentations at various professional meetings. Project recommendations stress the importance of: (1) early provision of special services; (2) collaboration among various providers; (3) use of a multilevel approach to providing technical assistance to the home schools of deaf-blind children; and (4) the value of dissemination of training materials on a national basis. A program brochure is attached. (DB)

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SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
CFDA – 84.025A - STATE AND MULTI-STATE PROJECTS

FINAL PERFORMANCE REPORT

PROJECT NUMBER: H025A90001

PROJECT START DATE: October 1, 1989
PROJECT END DATE: September 30, 1992

PROJECT TITLE: Kansas Services for Children and Youth with Deaf-Blindness

PROJECT DIRECTOR: Jane Rhys

GEOGRAPHIC AREA SERVED: Kansas

MAILING ADDRESS: Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

DIRECT SERVICE OFFERED BY PROJECT: Technical assistance and consultation with children and youth with deaf-blindness, parents and families and personnel.

AGES OF CHILDREN: 0-22
NO. OF CHILDREN: 77

TELEPHONE NUMBER: 913-296-3378
913-296-7933 (FAX)

TECHNICAL ASSISTANCE:

NO. OF PARENTS: 77
NO. OF TEACHERS: 51
NO. OF ADMINISTRATORS: 120

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Executive Summary
Services for Children and Youth with Deaf-Blindness

The Services for Children and Youth with Deaf-Blindness Project was a three–year project intended to meet the federal priorities including: 1) providing services to children and youth with deaf-blindness and 2) providing technical assistance to agencies, institutions and organizations. This priority was met in part by providing technical assistance services through the SEA for children and youth with deaf-blindness ages 0-22. In addition, consultation and training for parents and families were provided through workshops, coordination with parent advocacy organizations, and dissemination of information. Training activities for personnel working with students who have dual sensory impairments were provided to address identified needs, and emphasized best practices of integration in school and community settings. Coordination of services to children and youth with deaf-blindness occurred through the interfacing of relevant service providers, agencies, and organizations.

There are nine goals which provided the framework for the activities:

GOAL 1: The provision of services to those children with deaf-blindness (age group 0-5) to whom Kansas is not obligated to make available a free appropriate public education under EHA, Part B.

GOAL 2: The provision of services for children ages 0-2 as designated by Part H of the EHA.

GOAL 3: The provision of transitional services to those certified students with deaf-blindness ages 21-22 to whom Kansas is not obligated to provide a free appropriate public education.

GOAL 4: The development of coordinated life plans for children and youth with deaf-blindness.

GOAL 5: The provision of technical assistance to public and private agencies, institutions, and organizations providing services to children and youth with deaf-blindness.

GOAL 6: The provision of consultative and training services to parents and families of children and youth with deaf-blindness ages 0-5 and 21-22.

GOAL 7: The coordination of service delivery with other agencies and organizations providing services to children and youth with deaf-blindness.

GOAL 8: The provision of training activities to address needs of personnel working with students who have dual sensory impairments.

GOAL 9: The provision of program information and technical assistance about deaf-blindness throughout Kansas and the country.

The major emphasis of the grant was to provide specific support in objective areas such as identification, differential diagnosis, education, training, consultation, materials development, dissemination, and coordination of services based on the needs of the population of students with deaf-blindness. To ensure federal and state priorities, these activities were provided within the administrative, organizational, and supportive services framework of the Kansas State Board of Education. A significant impact in both the quality and quantity of comprehensive service provision for this population has been demonstrated, and the effectiveness of services for all children and youth with deaf-blindness throughout the state has been enhanced.

For further information contact Julie Mohesky-Darby at:
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913-296-3953 or 913-296-7933 (FAX)

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SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
CFDA- 84.025A – STATE AND MULTI-STATE PROJECTS

FINAL PERFORMANCE REPORT

I. Goals and Objectives

The Services for Children and Youth with Deaf-Blindness Project was intended to meet the federal priorities of providing services to children and youth with deaf-blindness and providing technical assistance to agencies, institutions and organizations. These priorities were to be met in part by providing technical assistance services through the SEA for 77 certified children and youth with deaf-blindness ages 0-22. Training activities for personnel working with children and youth with deaf-blindness were to be provided to address identified needs and emphasize the exemplary practices of integration in school and community settings. In addition, consultation and training for parents and families were to be provided through workshops, coordination with parent advocacy organizations, and dissemination of information.

The major emphasis of the project was to provide specific support in objective areas such as identification, differential diagnosis, education, training, consultation, materials development, dissemination, and coordination of services based on the needs of the deaf-blind population. To ensure federal and state priorities, these activities were provided within the administrative, organizational, and supportive services framework of the Kansas State Board of Education (KSBE).

Nine goals provided the framework for the activities of this project:

GOAL 1: The provision of services to those children with deaf-blindness (age group 0-5) to whom Kansas is not obligated to make available a free appropriate public education under EHA, Part B.

- 1.1 To provide and maintain an identification, referral, and certification system for preschool children with deaf-blindness.
- 1.2 To provide a thorough, comprehensive, and current differential diagnostic assessment for all certified preschool children with deaf-blindness.
- 1.3 To assist service providers and LEAs in the development, implementation, and provision of a comprehensive education program for those certified preschool age children with deaf-blindness.

GOAL 2: The provision of services for children ages 0-2 as designated by Part H of the EHA.

- 2.1 To coordinate and implement training programs for personnel working with preschool age children who have dual sensory impairments.

GOAL 3: The provision of transitional services to those certified students with deaf-blindness ages 21-22 to whom Kansas is not obligated to provide a free appropriate public education.

- 3.1 To provide needed supportive and supplemental services for certified young adults with deaf-blindness.
- 3.2 To provide needed supportive and supplemental community programming services for transitional age students in the life skill areas of vocational, domestic, general community and recreational.
- 3.3 To provide needed supportive and supplemental services to an identification, referral, and certification system for deaf-blind youth ages 5-22.

GOAL 4: The development of coordinated life plans for children and youth with deaf-blindness.
- 4.1 To provide consultation in the development of coordinated life plans for children and youth with deaf-blindness

GOAL 5: The provision of technical assistance to public and private agencies, institutions, and organizations providing services to children and youth with deaf-blindness.
- 5.1 To provide appropriate and comprehensive training and technical assistance to service providers of certified children and youth with deaf-blindness ages 0-5 and 21-22.

GOAL 6: The provision of consultative and training services to parents and families of children and youth with deaf-blindness ages 0-5 and 21-22.
- 6.1 To provide consultative services for parents and families of certified children and youth with deaf-blindness on best practice issues.
- 6.2 To provide information and training activities to parents and families of children and youth with deaf-blindness.

GOAL 7: The coordination of service delivery with other agencies and organizations providing services to children and youth with deaf-blindness.
- 7.1 To coordinate with local Helen Keller National Center specialists on activities and technical assistance.
- 7.2. To coordinate with Part H personnel to deliver inservice and technical assistance activities.
- 7.3 To coordinate with TRACES staff to provide for training needs.
- 7.4 To provide overall coordination of project activities with those provided by other agencies and organizations.

GOAL 8: The provision of training activities to address needs of personnel working with students who have dual sensory impairments.
- 8.1 To coordinate and implement one state wide conference on best practice topics as identified by needs assessment data for personnel working with children and youth who have deaf-blindness.
- 8.2 To develop media and materials for training about effective methods, approaches, and techniques in service provision to children and youth with deaf-blindness.
- 8.3 To coordinate with CSPD staff to provide for training needs.
- 8.4 Provide a week-long, credit-bearing Summer Institute for staff working with students who have deaf-blindness.

GOAL 9: The provision of program information and technical assistance about deaf-blindness throughout Kansas and the country.
- 9.1 To disseminate program information in Kansas.
- 9.2 To disseminate, whenever appropriate and possible, program information on a national basis.

II. Project Accomplishments

A significant impact in both the quality and quantity of comprehensive service provision for this population has been demonstrated, and the effectiveness of services for all children and youth with deaf-blindness throughout the state has been enhanced. Specifically a number of training activities and direct services was carried out throughout the project year with personnel, families and other related projects on the behalf of children and youth with deaf-blindness using a multi-level approach to training.

Technical Assistance and Training Activities with Personnel. Training workshops, on-site consultation and media and written products were sponsored and coordinated by the project staff to ensure that personnel working with children and youth from 0-22 with deaf-blindness had access to exemplary practices. These activities were provided through a multi-level approach to technical assistance including on-site direct services, small group instruction and regional or state group instruction. Additionally, these activities were targeted for families and personnel working with or interested in children and youth with deaf-blindness.

The mission, activities of the project, program information and technical assistance to implement exemplary practices for students with deaf-blindness were described to Kansas teachers, families, staff and others interested in persons with deaf-blindness, university preservice teachers, and other U.S. Department of Education Projects through presentations made by the project staff, a brochure, a newsletter entitled, "The Kansas Exchange" and a continuously updated loan library. "The Kansas Exchange" was disseminated three times during the project year to a mailing list of 750 teachers, families, staff and others interested in persons with deaf-blindness. This project disseminated 1,221 copies of the MAPS training manual and 333 copies of the Assessment Tools manual. One slide program, 366 videos and 100 books were checked out from the loan library during the project year.

Training Workshops. Topics for training and technical assistance were originally identified for this project through the Kansas Statewide Severely Multiply Handicapped/Deaf-Blind Planning Task Force, the Kansas State Deaf-Blind Planning Task Force and The Kansas Chapter of the Association for Persons with Severe Handicaps to include inclusionary practices in schools and community. Additionally, input for training activity topics in Kansas was updated regularly through evaluation and feedback by the consumers. Based upon this input the project staff coordinated and sponsored one state wide conference March 17-18, 1992 in Manhattan, Kansas for 209 teachers and related services personnel. Kansas and nationally recognized speakers presented on issues of integrating related services within the context of general education, school restructuring, supported living for persons with deaf-blindness, fitness for persons with severe disabilities, I.D.E.A. and transition, preschool inclusion, collaborative teaming, and functional assessment.

A Summer Institute was held July 27-31, 1992 in Lawrence, Kansas for 37 teachers and related services personnel. Kathleen Stremel and Susan Edelman presented issues and strategies for implementing integrated therapy in inclusive settings. Kansas University or continuing education credit was available for this institute.

Finally, the project staff and a Kansas teacher conducted an April 10, 1992 C.O.A.C.H. Training workshop for Kansas teachers and project staff provided two presentations to school personnel on MAPS. Each training activity was evaluated for satisfaction using a Likert scale.

Direct Services. Twenty-seven children and youth were certified or re-certified as deaf-blind this project year. Forty-eight children and youth throughout Kansas, aged 3-22 on the deaf-blind registry were provided with adaptive equipment, microswitches, computer peripherals, diagnostic evaluations, and support personnel amounting to over $66,000. Availability of these monies was advertised in the certification packets distributed to all LEAs and agencies in Kansas at the beginning of each project year. Requests were submitted to and decisions made by the project staff.

On-site technical assistance to teachers of students with deaf-blindness was provided to six programs throughout Kansas with follow-up written recommendation reports by project staff in response to requests made by the LEAs. Technical assistance focused on issues related to inclusion, preschool program development, vision screening and community-based instruction.

Additionally two consultants were brought into programs in Kansas to work with personnel to gain skills in assessing vision and inclusion. The two visits made by the outside consultants included child specific recommendations as well as small group instruction for all interested personnel in the two programs.

Kansas has demonstrated a commitment to the preparation of early educators of children with deaf-blindness primarily through its sustained involvement in INSITE training. The INSITE model is a parent centered, in-home, sensory intervention, training and educational program. It was developed for use with infants and young children having multiple handicaps and sensory impairments. Training sessions offered in Kansas have covered auditory and vision losses, hearing aid care, a vision program, an auditory program, cerebral palsy, play, family survival and behavior. Beginning in 1990 this project began sponsoring INSITE training to Kansas teachers. Advanced Part II INSITE training was held and evaluated February 11-13, 1992 with 21 participants including project staff. These participants' names were shared with the National Diffusion Network. Additionally, a one-day training workshop on functional programming for visual skills of young children was held July 16, 1992 for 15 participants. This workshop was provided in response to needs identified by INSITE trained staff.

Consultation and Training Activities with Families. The project staff provided consultation and training to families through their active participation on boards of family organizations and presentations at family conferences about the availability of services and exemplary practices for children and youth with deaf-blindness. Project staff ensured that parents of children on the Kansas Deaf-blind Census received announcements of the Families Together Enrichment Weekends and upcoming family training activities. Six scholarships were provided to families of children with deaf-blindness to attend parent workshops. Additionally, this project collaborated with Families Together to fund a siblings newsletter in January 1992. This newsletter will be an ongoing informational and supportive source for siblings.

Collaboration with other Related Projects. The project staff has a long history of collaboration with Families Together to expand the existing family consultation and services without duplicating or competing with these services. Additionally, project staff served on the Rehabilitation Services Advisory Committee, the Shawnee County Transition Council and the Topeka Group Homes, Alternatives and Programs (G.A.P). Board of Directors as well as participating in two nationwide research survey studies. Finally, a survey sponsored by Stormont Vail Regional Medical Center in Topeka was sent to the parents of transition-aged children and youth with deaf-blindness regarding accessible housing for persons with physical disabilities. Nationally, project staff collaborated with the TRACES project to complete a TRACES Long Range State Plan Form and State Needs Assessment with goals in full inclusion and exemplary educational practices and regularly collaborated with the Helen Keller National Technical Assistance Center project for resources and dissemination of project information.

Presentations. Project staff presented about exemplary programming for children and youth with deaf-blindness and the project at state and national conferences. The intent of these presentations was training as well as an opportunity to disseminate information about services for children and youth with deaf-blindness. All presentations were evaluated using a Likert scale to measure satisfaction. These presentations included:

- Project staff presented, "MAPS: A Plan for Including All Children in Schools" at the 1991 Conference of Kansas Federation of the Council for Exceptional Children October 17, 1991.
- Project staff facilitated a focus group session entitled, "Lifelong Planning," at the 1991 Project Director's Meeting.

- Project staff participated in the Hilton-Perkins Deaf-Blind Services in the 90's: Revitalization and Future Directions National Conference on Deaf-Blindness, March 21-25, 1992.
- Project staff participated in the OSEP State Networking Meeting on Severe Disabilities, February 11-12, 1992.
- Project staff participated in A California Research Institute Topical Meeting entitled, "Collaborative Restructuring: A Shared Agenda by General and Special Education Leaders to Transform Schools to Ensure Success for All Kids".
- Project staff presented a poster at TASH describing project-produced resources and
- accomplishments.

III. Project Findings/Recommendations

Four findings highlight this project. First, services should begin early for children with deaf-blindness. Additionally, the multiple and intensive educational and social needs of children and youth with deaf-blindness are best met through sustained, collaborative relationships with state and national projects and agencies and a multi-level approach to providing technical assistance.

The field of special education has long recognized the need for early intervention for children and youth with disabilities. This is especially true for children and youth with deaf-blindness. Hearing and vision impairment requires adaptation and/or remediation for children to benefit maximally from their environment. The INSITE model provides an extensive training package for exemplary services for young children with dual sensory impairments and is in place in a number of early intervention programs in Kansas.

To ensure the best outcome for children and youth with deaf-blindness, intervention should be directed to the child, family, educators, adult services providers, early childhood providers and others interested in children and youth with deaf-blindness. This collaborative approach ensures that intervention is directed to the whole child resulting in a cohesive, comprehensive program. Another benefit to this approach is a commitment to building capacity within existing agencies and programs and schools to take advantage of the educational and social benefits that occur when children and youth with and without disabilities share the same environments and experiences.

The third finding is that a multi-level approach to providing technical assistance has proven to be an efficient way to develop and sustain the LEA's ability to meet the educational needs of children and youth with deaf-blindness in their own districts and home schools with the most intensive level of technical assistance occurred through on-site visits to individual students with deaf-blindness. These technical assistance visits are made on a regular basis as requested by staff and parents and emphasize exemplary practice while providing the student with specific assistance. The second level of technical assistance provides small groups of persons including parents, teachers, and related services staff who work directly with the children and youth with deaf-blindness. This level includes local and regional workshops and inservices requested specifically by a particular school or district. In addition, technical assistance to local or state parent groups is provided by project staff in the capacity of serving on pertinent advisory boards and councils. Larger workshops are provided on a statewide level. Specific workshops provided technical assistance to other agencies, organizations, and task forces through regularly scheduled meetings and as requested by projects such as Helen Keller National Technical Assistance Center, Part H and Part B staff and TRACES. Finally, project staff provide technical assistance on a national basis through the dissemination of instructional videotapes on exemplary practices, through the dissemination of loan library materials, and through the development of new media products. This approach to personnel development builds capacity within existing programs to include children and youth with dual sensory impairments in addition to promoting specific skill development necessary for the dual sensory needs of children and youth experiencing dual sensory impairments.

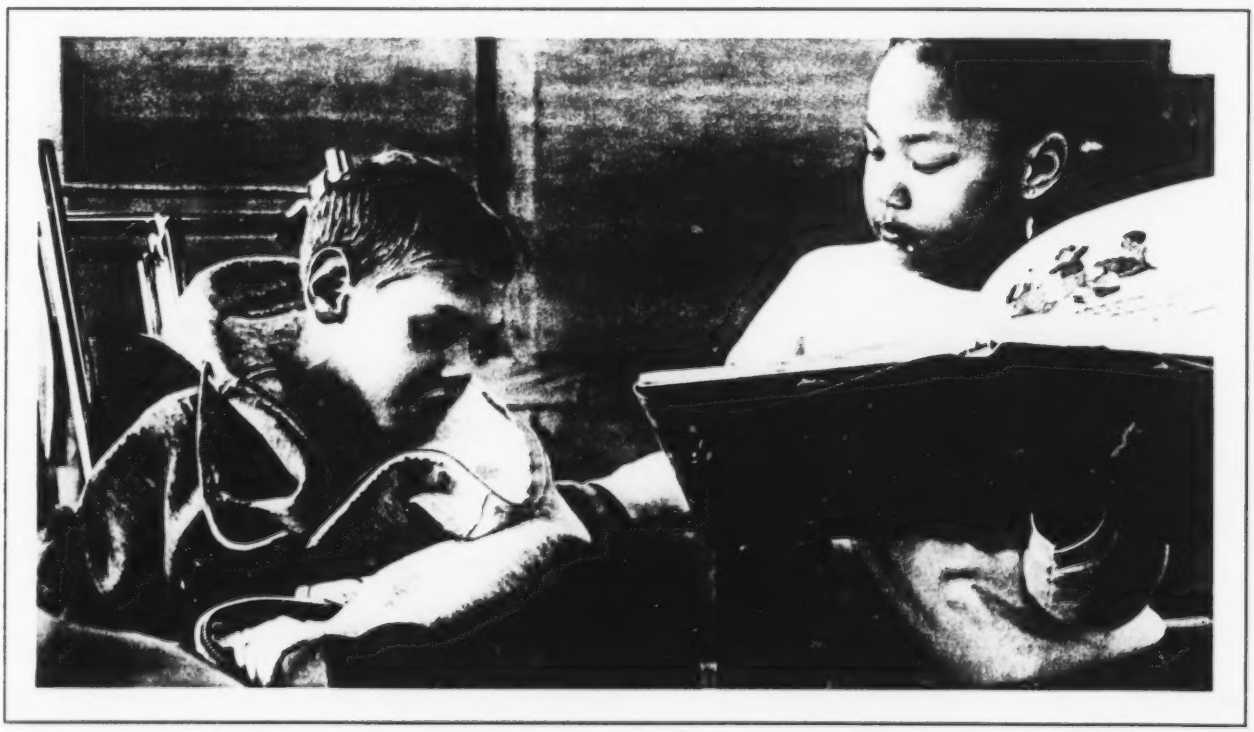
V. Products

A brochure entitled, "Services in Kansas for Children with Vision & Hearing Problems" was revised and disseminated this project year at presentations, workshops and conferences. The brochure was also included as part of the information packet sent to preschool programs and LEA's at the beginning of the school year about deaf-blind certification requirements. "The Kansas Exchange Newsletter" was disseminated three times during the project year to a mailing list of 750 teachers, families, staff and others interested in persons with deaf-blindness. This newsletter includes columns devoted to exemplary practices, new additions to the resource library, upcoming local and national training activities and other projects ongoing in Kansas. Additionally, the project staff collaborated with other KSBE federal projects to develop a training video on integrated delivery of related services, and a booklet on planning for students with deaf-blindness. These products are contained in the Appendices.

This project disseminated 1,221 copies of the McGill Action Planning System (MAPS) training manual and 333 copies of the Assessment Tools manual.

A planning booklet, "Setting a New Course: Defining Quality Lifestyles for Students with Dual Sensory Loss" begun during the last year of the project was developed by a Work Group consisting of teachers, university staff, adult services providers and parents. It includes narrative and activities for children with deaf-blindness from preschool through secondary ages. This booklet will serve as a model for the work of a consultant who will develop a student portfolio format for students with deaf-blindness. The portfolio will be used to document student achievements and facilitate transition from one environment to another. It is anticipated that LEA staff will be trained in Fall, 1993 with this format.

Services in Kansas for Children with Vision and Hearing Problems



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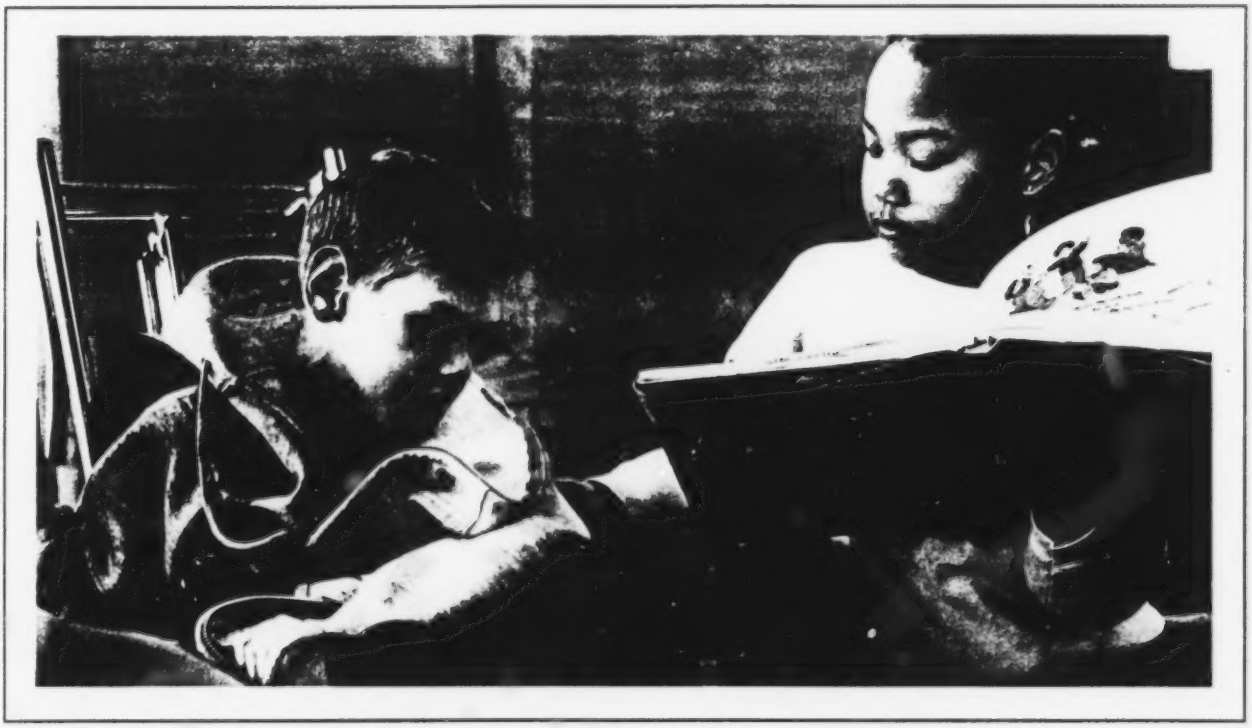
Services in Kansas for Children with Vision and Hearing Problems



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Overview

Educators have long known that children with hearing and vision problems frequently experience difficulty in school — primarily because of the communication difficulties caused by their disability. If their vision and hearing problems remain unassisted, many of the children may also acquire learning and socialization problems, often withdrawing from school and friends entirely, or acting out their frustrations in a disruptive manner.

Occasionally, the challenge presented by dual sensory impairments is heightened, as when children possess additional disabilities. For example, children with vision and hearing disabilities may also have a physical impairment, a medical disability, or an intellectual impairment — bringing even greater needs to their educational roadmap.

To make sure that all students with dual sensory impairments obtain the best education possible, a variety of services for persons with poor vision and hearing are available within the state of Kansas. Services are provided to children and youth from birth through the age of 21 through programs administered by the Kansas State Board of Education. Specific activities include identifying, educating, and supporting the needs of students who have vision and hearing problems. In addition, services are provided for individuals of all ages through the Helen Keller National Center for Deaf-Blind Youth & Adults/Kansas Project.

Definition: dual sensory impairment
"Dual sensory impairment" (or "deaf-blindness") is used to refer to a dual hearing and vision impairment, the combination of which creates such severe communication and other developmental and learning needs that the student having such an impairment cannot be appropriately educated without special education and related services, beyond those that would be provided solely for children with hearing impairments, visual impairments, or severe disabilities, to address their educational needs due to these concurrent disabilities. This term also refers to infants and toddlers with deaf-blindness.

In some instances, a student may be totally unable to see and hear, but in other instances, he may possess some degree of vision and hearing. In addition, a student with dual sensory impairments may possess severe to profound functional retardation, but again, this is not the case in all instances. Indeed, many students with dual sensory impairments are also considered intellectually gifted.

Identification

As with all educational planning, identification of individual needs and wants is viewed as the first and most critical step in assisting children with dual sensory impairments. Thus, before any action is ever taken, comprehensive assessments are conducted for every child thought to have a vision or hearing problem.

Within Kansas, a child is certified as having dual sensory impairments only after extensive evaluations involving medical specialists and educators. These evaluations must include:

- Ophthalmological data prepared by a board certified ophthalmologist.
- Audiological data prepared by a certified audiologist.
- Educational tests completed by a certified teacher with specialized knowledge of students with dual sensory impairments or severe multiple disabilities.

Students who meet eligibility requirements may be able to access a variety of state and federal resources, depending upon current availability and funding patterns. Federal Title VI-C monies, which are awarded to the Kansas State Board of Education, may be used to provide a number of services. In the past, these monies have provided technical assistance for the school and family, workshops for schools and parents, access to specific information about dual sensory impairments, and scholarships for parents and staff to receive additional training. In addition, state monies may be available to assist in providing for specialized educational equipment.

Program planning

After the initial identification of dual sensory impairments, a team consisting of the parents of the child and the educational staff meet to discuss the child's special needs and determine his educational goals. At this time, the child's Individual Education Plan (IEP) is developed.

In developing the child's IEP, the team works to ensure that instruction is based upon many important factors, including that:

- All activities are age appropriate for the child,
- All activities are based upon the individual preferences expressed by child and his parents, and
- Learning is conducted to the maximum extent possible in an integrated environment so the child is able to enjoy the normal social interactions of peers without disabilities.

If the student experiences an intellectual disability in addition to the dual sensory impairment, the team further works to ensure that they develop a highly functional curriculum — that is, one that will competently prepare the child for adult life. In doing so, they try to establish instruction within four, overlapping adult life skill areas: vocational, independent living, recreation and leisure, and general community living.

Vocational instruction involves teaching those skills necessary to complete a job within the actual setting where it occurs. For example, if a student is learning clerical skills, instruction might take place within the school attendance office or a local business within the community.

Independent living instruction involves teaching self-help and domestic skills; for example, self-care, grooming, personal hygiene, house cleaning, laundry skills, and food preparation. Again, skills are taught within the environments in which they naturally occur. For example, if a student is learning to cook, instruction might take place within the student's home.

Program planning (continued)

Recreation and leisure instruction involves teaching age-appropriate activities which the student — and possibly his family — might enjoy. Again, a major consideration in selecting these activities is the age appropriateness of the activity to the student. For example, an age-appropriate leisure activity for an elementary-age child might be playing a video game, while an age-appropriate leisure activity for a high school student might be going to a basketball game.

General community referenced instruction includes such things as using public transportation, crossing the street, banking, and shopping. As in the other three life areas, skills within this area are determined on an individual basis, based on individual need, plus those preferences expressed by both student and parent.

If the student does not experience an intellectual disability, the team establishes an academic curriculum for the student and specifies adaptations that will allow the student to participate more fully in regular education activities. Adaptations may be provided through the use of computers or augmentative communication systems that allow increased access to school and community. Depending upon the needs of the individual student, the team may further specify that the student learn manual sign language or receive instruction in orientation and mobility. In all cases, however, care is taken to develop programs that will allow the students to maximize use of their residual hearing and vision.

Early education: the key to success

If children with hearing and vision problems are to succeed in life, their education must begin as early as possible. Studies have shown that infants and preschoolers who have disabilities and are enrolled in education programs make far more significant gains than children who lack such formal early education. In Kansas, educational programs are provided for young children with disabilities beginning on their third birthday. To obtain screening information, parents should contact their local school district office.

Helen Keller National Center for Deaf-Blind Youth and Adults/Kansas Project

To better provide for the specialized needs of persons with vision and hearing problems, a branch of the Helen Keller National Center for Deaf-Blind Youths and Adults was opened in Kansas in 1983. Headquartered in Topeka, the Center provides both direct services and consultation to the numerous public and private programs serving individuals with dual sensory impairments.

In general, the Center provides assistance through the following actions:

- Identifying and establishing a registry of individuals with vision and hearing problems throughout the state.
- Providing direct support, training, and consultation to agencies providing services.
- Developing community support systems for people with vision and hearing problems.
- Helping people with dual sensory impairments find meaningful employment.
- Identifying housing resources and evaluating the appropriateness of an individual's housing placement.
- Consulting with and teaching individuals and members of social service agencies about the mobility, daily living, adaptive equipment, and recreation/leisure needs of people with dual sensory impairments.
- Working with interpreters in a variety of ways so they may better facilitate the needs of people with dual sensory impairments.

For more information

To learn more about the services provided in the state of Kansas for children and youth with hearing and vision problems, write or call Julie Mohesky-Darby, Deaf-Blind Outreach Specialist, Kansas State Board of Education, Special Education Outcomes Team, 120 Southeast 10th Avenue, Topeka, Kansas 66612; phone: (913) 296-2191.

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